Instructional Technology Newsline
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Department of Elementary and Secondary Education

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In This Issue . . .

◆ Instructional Technology Update

These are exciting times for those involved with educational technology. Both President Bush and Governor Holden appear to be placing a priority on seeing that teachers and students make effective use of technology – as evidenced in the President's new education plan, "No Child Left Behind", and the Governor's recent use of technology to chat online with students in eMINTS classrooms across the state and his mention of educational technology in the State of the State Address. Even with tight budget predictions, our executive leaders appear to view technology initiatives and efforts as vital to improving teaching and learning. Let's hope that the General Assembly and Congress agree. –Deb

Change in FY01 Final Payment Schedule – State-funded Programs
As Commissioner King wrote in his January letter to school administrators, we have been directed by the Office of Administration to close out state budgets by July 30, 2001. In the past we've been able to make August payments, but no more. July will be the last month we can issue payments. To help with this transition, we will issue [an unscheduled payment] payment in May so that all funds are disbursed to schools but the final 10%. Final payments can be made in June

or July. Districts can begin submitting Final Expenditure Reports (FERs) in April, with June 15th as the absolute last date that FERs can be submitted!

TLCF Grants Announced

DESE received its FY01 TLCF grant in January and announced grants receiving tentative approval. First, we approved all second-year grants. Remaining funds were then set aside for first-year Infrastructure and Teaching and Learning grants. Before drawing cut-off scores for first-year grants, however, funds were withheld to cover 2nd-year grants next year in case the TLCF Program is not continued. When cut-off score lines were drawn, there were only three Infrastructure grants left under the line – and they included one or more "targeted" schools (based on economic and/or technology need). We decided to fund all the Infrastructure grants and reduce the state request amounts of all approved grants to total the amount of funds available. Infrastructure grants above the preliminary cut-off scores were reduced by a smaller percentage than the grants below the line. Teaching and Learning grants awarded to districts "new" to the TLCF program were reduced by a smaller percentage than grants to districts with previous TLCF support.

Below is a list of the grants tentatively approved. Instructional Technology supervisors are contacting the grant recipients to negotiate the budget and grant final approval. Once all grants are approved, they will be posted on our website.

First-Year Infrastructure Grants

Affton 101
Albany R-III
Boonville R-I
Bradleyville R-I
Brunswick R-II
Campbell R-II
Cass Co. R-V
Chaffee R-II
Clearwater R-I
Exeter R-VI
Farmington R-VII
Fordland R-III
Gainesville R-V
Halfway R-III
Hancock Place
Jennings
Junction Hill C-12
Laclede Co. C-5
Laclede Co. R-I
Laquey R-V
Louisiana R-II
Madison C-3
Marion C. Early R-V
Marquand-Zion R-VI
Middle Grove C-1
Missouri City 56
Moniteau Co. R-VI
North Mercer Co. R-II
Northeast Vernon Co. R-I
Pettis Co. R-V
Plato R-V
Savannah R-III
Tina-Avalon R-II
Windsor C-1

First-Year Teaching and Learning Grants

Bolivar R-I
Brookfield R-III
Bucklin R-II
Carthage R-IX
Community R-VI
Dixon R-I
Hannibal 60
Hillsboro R-III
Monroe City R-I
Sullivan C-2
Summersville R-II
Webb City R-VII

Fulton 58
Willow Springs R-IV

Second-Year Infrastructure Grants

Bakersfield R-IV
Belton 124
Braymer C-4
Bronaugh R-VII
Bunker R-III
Butler R-V
Cape Girardeau 63
Central R-III
Charleston R-I
Clarksburg C-2
Cole Co. R-V
Dadeville R-II
Doniphan R-I
East Carter Co. R-II
Gallatin R-V
Greenfield R-IV
Hayti R-II
Howell Valley R-I
Hume R-VIII
Iron Co. C-4
Jackson R-II
Jasper Co. R-V
Jefferson City
Kingston K-14
Kirbyville R-VI
Knox Co. R-I
Lewis Co. C-1
Maries Co. R-II
Meadow Heights R-II
Morgan Co. R-I
New Bloomfield R-III
North Pemiscot Co. R-I
Osage Co. R-II
Pattonsburg R-II
Pierce City R-VI
Pleasant Hope R-VI
Purdy R-II
Reeds Spring R-IV
Sarcoxie R-II
South Harrison Co. R-II
South Pemiscot Co. R-V
Southland C-9
Stewartsville C-2
Stoutland R-II
Tri-County R-VII
Twin Rivers R-X

Second-Year Teaching and Learning Grants

Arcadia Valley R-II
Bernie R-XIII
Bloomfield R-XIV
Clever R-V
Columbia 93
Hickman Mills C-1
Independence 30
Kirkwood R-VII
Liberty 53
Licking R-VIII
Lindbergh R-VIII
Marionville R-IX
Monett R-I
Nevada R-V
North Wood R-IV
Oak Ridge R-VI
Osage Co. R-I
Palmyra R-I
Poplar Bluff R-I
Raymore-Peculiar R-II
Sheldon R-VIII
St. James R-I
Stockton R-I
Washington

Maysville R-I
Miami R-I
Miller Co. R-III
Waynesville R-VI
Wellsville Middletown R-I

TLCF Online Report - FY00 Grants

We completed the state portion of the 2000 TLCF Report on January 30, and will be emailing the URL address to appropriate contact persons as soon as we hear the site is ready for Missouri's sub-grantees to complete their reports. The deadline for LEAs to submit their data was moved back to February 28, 2001.

2001 Census of Technology

DESE will soon be faxing schools with information regarding the new April 2001 Core Data Cycle -- which contains the Census of Technology (COT) screens. Data will be collected from the district office and all elementary, middle, junior high, high, and vocational school buildings. Screens will be pre-populated with data submitted last year, so schools only have to amend / update data where applicable and fill in holes where data are missing.

During February, districts are asked to review the district staff that currently have display, enter and submit privileges for Core Data and make changes / additions as necessary. Districts are to return Web Login ID Request Forms by February 28, 2001. The COT screens are to be completed April 1 through 30, 2001. All screens for all buildings must be completed before the authorized representative can submit any data.

FY02 Grant Application Materials

The Consolidated Manual for the Department's instructional technology programs has been updated for FY02 and will be mailed to school administrators this month. The Manual contains program information (and paper forms where applicable) for the Technology Acquisition and Enhancement (TAG), VIDEO, Competitive Technology, Interactive Distance Learning, and TLCF grant programs. The mailing will also include an entitlement report, workshop schedule, and a reminder of upcoming deadline dates.

Pending any changes in funding , we anticipate that these programs will operate just as they are currently. The only exception is that the TAG/VIDEO web applications can be submitted April 15 to September 15. While we hoped to automate the CT and IDL grant applications, we had to postpone that project – so we will accept paper applications for these programs.

The workshops will not only address these grant program, but also provide updates on the Census of Technology, eMINTS, e-rate and technology plan approval efforts. Check the Calendar section of this issue for the workshop dates – and mark your calendars.

FY02 eMINTS Application Materials

Districts can expect a packet from MOREnet soon that includes eMINTS applications for next year. Pending any changes in funding, we anticipate funding up to 100 additional classrooms: two classrooms in up to 25 districts new to the eMINTS program and two additional classrooms in up to 25 existing eMINTS buildings. The application materials also include a FAQ document, proposed timeline, and proposed costs table.

Note the quick turn-around time. Applications must be returned to DESE Instructional Technology by no later than March 9, so we can tentatively identify participants and conduct an Orientation meeting on April 2, and so schools can begin preparing buildings and classrooms as soon as possible.

FY02 TNP Applications
In early spring, districts can expect another mailing from MOREnet regarding the Technology Networking Program applications. These forms are to be completed and returned to MOREnet.

FY02 Programs Require State-Approved Tech Plans
Beginning next program year, districts must have state-approved long-range technology plans to be eligible for instructional technology grant programs. State approval is good for up to three years. Districts that do not meet this requirement should develop a plan if necessary or evaluate and revise a current plan, get it approved by the local school board, and submit the plan to DESE Instructional Technology. District coordinators, school administrators, and higher education representatives help review the submitted plans. Since most district technology plans were approved in December 1997, we will plan another "mass approval session" this fall.

Help for Mathematics Show-Me Standards and the MAP
The Supplement to the Curriculum Frameworks - Mathematics provides information to help clarify and support the document, Framework for Curriculum Development in Mathematics. Providing terminology and examples that support each strand provides greater detail in the "What Students Should Know" sections. Additional activities and assessment strategies have been provided in the " What Students Should Be Able To Do" section to assist teachers in better understanding the identified performance objectives. This document also contains pointers in preparing for the Missouri Assessment Program (MAP) and a breakdown of discrete mathematics topics by grade intervals. This supplement should be a valuable resource in the development of curriculum and assessments that are aligned to the Show-Me Standards.
http://www.dese.state.mo.us/divinstr/curriculum/frameworks/supplement.htm

◆ No Child Left Behind

http://www.ed.gov/inits/nclb/index.html

President Bush's education plan, unveiled January 23, plans to combine nine school technology programs and the e-rate program into a single new program, called Title V: Enhancing Education Through Technology. This title would replace current Title III technology programs with a single block grant. Met with divided reactions by policy makers and educators, the block grant would be administered to schools by formula to help streamline the current federal application processes. Reportedly, schools would have the flexibility to use the funds for wiring and technology infrastructure, software purchases and development, and teacher training in the use of technology. The funds could be used to buy internet filters in support of the Children's Internet Protection Act of 2000, which – if upheld – will mandate the use of filters in all schools and libraries that receive e-rate or federal technology funding.

Not only does the plan aim to consolidate overlapping and duplicative grant programs, it also promises to increase accountability for student performance by requiring yearly testing, focus of what works by stressing research-based practices, and empower parents by granting vouchers.

◆ Children's Internet Protection Act

As mentioned above, school districts should become familiar with the Children's Internet Protection Act and start planning appropriate action. See http://COSN.org/resources/121900.htm

for an in depth explanation of the mandate. Also, the following web-based resources are suggested to help schools, educators, and parents make informed decisions about Internet safety.

"Safeguarding the Wired Schoolhouse: School District Options for Providing
Access to Appropriate Internet Content"
The Consortium for School Networking (CoSN)
October 2000
http://www.safewiredschools.org/

"Filtering Options and Objectives"
The Missouri Research and Education Network (MOREnet)
July 1998
http://www.more.net/rnd/ipfiltering.html

◆ Schoolchat Features Live Video/Audio Stream to eMINTS Classroom

-Submitted by Monica Beglau, eMINTS Instructional Program Leader

Children from six schools with eMINTS classrooms (enhancing Missouri's Instructional Networked Teaching Strategies) enjoyed a recent opportunity to chat with Governor Bob Holden. The "Schoolchat" was a special event held just prior to Governor Holden's first State of the State Address on January 30. Children from Gary Gore Elementary in Jennings, Ray Miller Elementary in Kirksville, Parkway Elementary in St. Joseph, Ashland Elementary in Southern Boone County, Richardson Elementary in Lee's Summit, Birch Tree Elementary in Birch Tree, and Horace Mann Elementary in Springfield phoned in their questions to Governor Holden. The Governor was streamed live from the DESE Telecommunications studio out to their classrooms via the Internet. The Cluster Instructional Specialists who provide professional development and in-classroom visits to support the eMINTS teachers were at the various schools and assisted with the phoning in of questions and made sure that the teachers received the broadcasts.

Questions ranged from "What kinds of pets do you have at the mansion?" to "What will you do to make sure that all the classrooms in Missouri have computers like we do?" and even "What was your favorite subject in school?" Governor Holden provided answers to all of the questions and invited the children to visit him and the Governor's mansion.

In addition to the schools where students asked questions of Governor Holden, many other eMINTS classrooms watched and listened to the live stream in their classrooms. They then watched and listened to Governor Holden's State of the State Address from the House Chamber. For many children, it was their first peek at the inside of the Capitol.

Following his Schoolchat, the Governor indicated that he hoped to have many other opportunities to visit with the Missouri's youngest citizens. He praised the technology and relationships that have resulted in projects like eMINTS that provides both equipment and intensive professional development that changes teaching and learning.

The eMINTS project is a cooperative effort of DESE and MOREnet. Visit http://emints.more.net for more information.

◆Increasing Communication With Homebound Students

-Submitted by Molly Mead, Missouri Technology Center for Special Education

Many schools have faced the difficulty of providing instruction to homebound or suspended students. Homebound instruction poses a multitude of problems to overcome: student isolation, consistency of instruction between home and school, and in some cases, lack of challenge or motivation on the part of the homebound student. Keeping students interested and feeling they are still part of the classroom can be a daunting task. Technology may help to alleviate some of these problems. The following ideas will give you some quick and easy solutions to increase the communication between homebound students and their classrooms.

Tape Record Your Lecture

In addition to books, tape recorders can be used to supplement curriculum. You can use a tape recording of your lecture much like you would use a print resource. When used in conjunction with a more interactive form of communication, audio taped lectures can be effective. Design these lectures in blocks of 10-15 minutes followed by opportunities for interaction and feedback. While lecturing, use preview, presentation and review techniques to provide structure.

A conventional use of a recorder would be to record a lecture for the student to listen to at a later date. An alternative would be to use it as an assessment device: ask the student to record answers to test questions, for instance. For students with special needs, tape recorders are a good way to reinforce study skills and listening skills. For example, when using a test-taking strategy, the student (or teacher) could record the steps into the recorder and use it while taking a test.

Use Phones and Faxes

The use of a speakerphone in the classroom allows the homebound student to listen to the classroom discussion and join in the discussion when appropriate. If lecturing through a phone connection, complement the audio content with materials that have been distributed ahead of time. These can be book pages, illustrations, slides, pictures, and/or videotapes.

One activity where a speakerphone interface might be appropriate would be during a test review. Students could take turns responding to questions posed by the instructor. Before trying this, establish a protocol for commenting and asking each other questions. Students should preface comments and questions with their name (and location, if more than one student is off campus).

A fax machine creates a situation in which the student can receive immediate feedback on written work. The homebound student can fax worksheets, quizzes, and/or journal exercises just as other students in the class hand in their work. A homebound student could, for instance, use software to draw a concept map of the major battles of the American Revolution and fax the map to the classroom where other students could view and discuss it.

Use of Email and the Internet

The advantages of email over postal mail are obvious: feedback from the instructor can be received more quickly than messages sent by mail, and students can read messages at their convenience and easily store them for later reference. Prompt response generally increases student motivation and performance.

Homebound students also can take advantage of large collections of online books by accessing one of the web pages listed at the end of this article. These online books are usually text files

that can be read on-screen or printed for later reading. If you have access to a talking word processor, these text files can be read aloud to the student.

Technologies for reaching the student who is outside the traditional classroom are becoming more common. Although some of these technologies challenge traditional teaching methods, with a little imagination and ingenuity, instructors can provide homebound students with an interactive and exciting educational experience at home.

These ideas are just the tip of the technology iceberg when it comes to increasing the interaction between the homebound student and his or her classmates and instructors. These ideas and more are available in PDF format on the Technology Center for Special Education's web site: ftp://techctr.educ.umkc.edu/pub/homeTAB.pdf or as a web page at http://techctr.educ.umkc.edu/hometab.html

Web Resources
Books on the Web
Bartleby Library
http://www.bartleby.com

The On-line Books Page
http://digital.library.upenn.edu/books/

Internet Public Library On-line Books
http://www.ipl.org/reading/books

Distance Education Learning
Community Learning Network
http://www.cln.org/cln.html

Distance Education Clearinghouse
http://www.uwex.edu/disted/home.html

The Distance Learning Resource Network
http://www.dlrn.org/

◆ Professional Planning Tip of the Month

-*Submitted by Peggy Paige, Miami R-I*

Technology "Tool Time"
To support other technology professional development, teachers meet one morning a week for "Tool Time" to share technology tips, curriculum projects, and interesting web sites for teachers and students. Meetings are held at 7:00 a.m. in the school computer lab. Each teacher becomes a "peer coach" in one area (such as the digital camera, the SmartBoard, the scanner, KidPix, PowerPoint or other software). Peer coaches can then answer questions and provide support for others. By allowing this time for sharing, the school can escalate the rate in which teachers integrate technology into the curriculum.

This professional development has been very successful in our district. Teachers have also been given five release days during the school year to develop projects for the curriculum. They then

present the projects to colleagues during "Tool Time" as a way of focusing staff on various unique ways to integrate technology.

◆ Learning With Technology

-Featuring Licking R-VIII and Odessa R-VII

Licking R-III

ROOTS (Researching Our Origins Using Technological Sources) is a technological approach to researching, organizing, and presenting information. ROOTS seemed like the perfect project for the students to learn research and present skills because it is so personal. Teachers will learn to use technology faster if they have a personal reason to learn it and then they will apply it to the classroom.

When writing the grant, the first thing we look at are the needs of the students. Once the needs are established, then a project can be developed to meet those needs. Secondly, the grant writer and coordinator need to be "passionate" about the project. This will "rub off" on everyone else involved. It is imperative that everyone is onboard and supportive. We were fortunate to partner with a very active and receptive Genealogy Library.

Students and teachers learned a great deal from this project. Students found information on their families as far back as the 1500's. The students were required to work with their parents and other family members to gather information and pictures. There were many positive remarks from the parents about their finished products. The students were able to take home a CD with the slideshow presentation they developed that has pictures and documents they scanned and information they researched. Their slideshows are attractive and interesting and students are proud of their end products. We also printed the information and bound each one into book form and presented them to the Genealogy Library. Each student received a printed version also. For more information e-mail Linda Huff at vgr000@mail.connect.more.net or Tamara Hugger at vgr007@mail.connect.moare.net

This grant is located on our web at: http://licking.k12.mo.us/grants/incentivegrants.htm and the Model Project at: http://licking.k12.mo.us/hslibrary/roots/Rootsmodelproject.htm

Odessa R-VII

The *Forgotten Student* project targeted the student population that would explain their future plans as, "graduate from high school and get a job". They were disconnected from high school curriculum that existed to send students to college. Therefore, they saw little relevance to their coursework. Go-nowhere "general track" courses were replaced as follows:

Applied Mathematics replaced Basic Math and Pre-Algebra
Applied Communication replaced Basic Language Arts
Principles of Technology replaced General Physics
Applied Biology/Chemistry replaced Environmental Science
Applied Economics replaced Economics

This project provided training for teachers in how to use proven research-based, experiential learning curriculum called Applied Academics. Applied Academics training was contracted through Central Missouri State University. The training was held in Liberty, Missouri for four full days during each summer. When participants complete the training they have complete curriculum learning activities for every unit that they will teach. The guides are comprehensive

and include exact lesson plans to aid the teacher in program implementation. Next, the project provided for the materials necessary to get these students out of their seats and learning. Core area courses have often been left with lecture, textbooks and chalkboards to get students excited about learning difficult concepts. When 12 pallets of equipment and materials specifically designed to fit a proven curriculum arrived, our students and teachers were ecstatic. The TLCF provided graphing calculators for Applied Math and computers for Communication Arts and Applied Economics. However, the lion's share of materials and equipment went to the courses Applied Biology/Chemistry and Principles of Technology (physics). Although not the traditional use of "technology", placing science equipment in the hands of students is not only providing them with technology but also connecting it to their curriculum.

An unintended success occurred when the general track courses were replaced. Enrollment naturally increased in advanced courses as students took classes to meet graduation requirements. Principles of Technology enrollment jumped from 17 students last year to 54 this year. Biology II enrollment has jumped from 44 to 110. We have seen an increase in the science core ACT scores (21.2 increased to 23.3) while the State scores increased from 22.4 to 22.6. Students that take the "core" courses have always performed better on the ACT. While attempting to improve the academic performance of our "*Forgotten Students*" we also increased the performance of our college bound students. It seems that experiential learning can make a difference for <u>all</u> students. This is just our second year and we are anxiously awaiting next year's scores to verify this finding. For more information contact Carl Brantley at kvw006@mail.connect.more.net

◆ Showcasing Missouri's PT3 Grants

Preparing Tomorrow's Teachers to Use Technology (PT3) is a federal competitive discretionary grant program addressing the need for well-qualified, technology-proficient teachers who are prepared to teach in 21st century schools. Several Missouri colleges and universities have received PT3 grants. In the next few months we will share the high points of these programs. Typically, PT3 grants support innovative teacher preparation program improvements developed by consortia including higher education institutions, state agencies, school districts, nonprofit organizations and others interested in the development of educators.

St. Louis Consortium Preparing Tomorrow's Teachers to Use Technology
- *University of Missouri-St. Louis*

Ask Dr. Joe Polman how the PT3 grant at UMSL helps the six K-12 districts listed as consortium partners for the grant. His reply is generally "it's more a matter of them helping us." Those MINTS teachers and students inspire UMSL faculty and pre-service teachers to dig in and learn about the various technologies and how a constructivist-oriented, technology-rich environment can change what goes on in the classroom. Every semester teachers from the MINTS program present to college faculty on the activities in their classrooms and answer questions on the changes they've had to make in their teaching style. Pre-service teachers can go to the MINTS classrooms for observations and internships and their student teaching experiences.

Although the interaction with the MINTS districts is an important component in the UMSL PT3 grant, it is not the only component. Dr. Polman, Principle Investigator; Jan Mastin, Project Director; and, Helene Sherman, Co-Principle Investigator, direct a staff of professionals and student assistants as they work with faculty members to infuse technology into the college classes. Beginning with the basic foundation courses, and moving into the other two levels of classwork in the college of education, Polman and crew work with faculty to redesign courses

and help the faculty learn how to operate the various types of technology they are planning to use. The grant staff makes use of the E. Desmond Lee Technology & Learning Center on campus to hold classes or provide training. To learn more about the project, visit their web site at www.umsl.edu/~tlc/PT3

◆ Copyright Question of the Month

May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others rent or purchase a videotape from a local store to be used in distance learning instruction?

Yes. Videotapes may be used one time in a distance learning class to support instruction. Note: The next use of that title in a distance learning class requires the purchase of public performance rights or permission from the copyright owner. Videotapes may not be used for entertainment or reward in any situation without the purchase of public performance

◆ Interest Sites of Interest

Elections and the Presidency
The election's over – but take a look at the PBS Democracy Project site, at http://pbs.org/democracy. This is a comprehensive election resource that includes information on campaign advertising, assessing political websites, interpreting debates -- all great for developing critical thinking skills in future voters.

EDSITEment's January Feature of the Month showcases two new lesson plans on presidential inaugurations that teachers can use to help students understand the significance of this important ceremony.

"I Do Solemnly Swear: Presidential Inaugurations"
http://edsitement.neh.gov/lessonplans/inaugurations.html is a five-lesson unit that leads students through various activities designed to teach them the Constitutional requirements for inauguration.

In "We Must Not Be Enemies: Lincoln's First Inaugural Address"
http://edsitement.neh.gov/lessonplans/lincoln.html students examine how Abraham Lincoln used his first inaugural address to spell out his understanding of presidential authority as he faced the political crisis of secession and the looming Civil War.

From the MO State Library Newsline Online **-- *American presidents videos available on-line***
The Library of Congress has made available on its website (www.loc.gov) a series of video segments from "American Presidents: Life Portraits," produced by the C-SPANM public service cable network. From the launch of "American Presidents," C_SPAN has relied on the Library of Congress for guest experts and documentary materials. The series includes interviews with Library of Congress curators and makes extensive use of the Library's manuscript collections, which include the papers of 23 presidents.

Video segments on presidents George Washington, Thomas Jefferson, James Madison, James Monroe, Andrew Jackson, William Henry Harrison, John Tyler, James Polk, Millard Fillmore, James Garfield, Chester Arthur, Benjamin Harrison, William McKinley, and Woodrow Wilson

are currently available through the Library's web site. New segments will go online as they are produced and aired by C-SPAN.

Special Education
The Wisconsin Assistive Technology Initiative has written a manual entitled "Assistive Technology Tools and Strategies Assessment Manual for Children with Autism Spectrum Disorder." Info for the manual can be found at http://www.wati.org.

Both sites mentioned below include Special Education sections. For young children, try the site http://Edupuppy.com for ideas. http://Eduhound.com is for older children.

WETA, a PBS member station located in Washington, DC, has put together an excellent resource on learning disabilities. Log on to: http://www.ldonline.org.

Jazz -- ***"JAZZ: The Soundtrack of America" By Ken Burns***
New to the EDSITEment home page this month is a link to the newly created "NEH Spotlight." This feature alerts teachers to outstanding projects that have received funding support from the National Endowment for the Humanities. This month the winning project is Ken Burns's landmark documentary, "JAZZ," a 10-part series airing on PBS from January 8th to January 30th. Burns took six years to craft the series, which involved assembling 2,400 stills, 2,000 film clips, 75 interviews, and 497 pieces of recorded music. The companion web site for this series offers 17 Web-original lessons tied to the program, the GM study guide, and special online games for kids in grades 3-5. Find out more about this series and the resources provided for teachers by visiting the NEH Spotlight page on EDSITEment http://edsitement.neh.gov/nehspotlight.html .

Family Trees
Check out "My History is America's History," http://www.myhistory.org/ a National Endowment for the Humanities website for tracing family history co-sponsored with http://Genealogy.com and the White House Millennium Council. This website has LOTS of great suggestions for tracing family history including creating family trees, recording family treasures, and placing family history into the context of American history.

To enhance a family tree with personal anecdotes by family members, check out EDSITEment's "Your Family Anthology": http://edsitement.neh.gov/athome/family_anthology.html or "Geo-Generations, located at http://www.nationalgeographic.com/familyxpeditions (under the Archive/Search section). The Geo-Generations project enables students to make maps that correspond to their family's history.

The Church of Jesus Christ of Latter-Day Saints has one of THE premier sites for family history and genealogical searches. It can be found at: http://www.familysearch.org/ The site will walk you through the basics of family history research and gives you access to millions of records for searching. Yes, the site is Church affiliated, but the resources are presented without bias and open to anyone.

New Resources At The Free Website (**Federal Resources For Educational Excellence**)
November 20, 2000 -- January 2001 Twenty-three resources for teaching & learning in arts, language arts, social studies, & science have been added to FREE, a website that makes learning resources from 40+ federal organizations available (& searchable) in one place.
http://www.ed.gov/free/

Arts

"The Aaron Copland Collection: Ca. 1900-1990" features the work of this 20th century composer who fostered & created distinctive American music. About 1,000 items (dating from 1910 to 1990) are provided, including music manuscripts, printed music, correspondence, diaries & writings, photos, awards, programs, &other biographical materials. This is a primary resource for research on Aaron Copland & for the study of musical life in 20th century America. (LOC) http://memory.loc.gov/ammem/achtml/

"Coca-Cola Television Advertisements" presents TV commercials, never-broadcast out takes, & experimental footage that together reflect the historical development of TV advertising for a major product. Ads include the 1971 "Hilltop" commercial with an international group of young people on an Italian hilltop singing "I'd Like to Buy the World a Coke"; the first "Polar Bear" commercial from 1993; the "Snowflake" commercial from 1999; &"First Experience," an international commercial filmed in Morocco in 1999. (LOC) http://memory.loc.gov/ammem/ccmphtml/colahome.html

"Going to the Movies: A Century of Film & Motion Picture Audience in Northern New England" looks at the evolution of movie going. Theater management, musical accompaniment, & changing technologies are among the topics. Video loans can be arranged, & there are opportunities for educators to speak with expert staff & attend special summer symposiums. (NEH) http://www.oldfilm.org/exhibits/going_to_Movies.htm

Language Arts

"Literature & Medicine: Humanities at the Heart of Health Care" explores selected works of fiction, poetry, drama, & nonfiction that illuminate issues central to caring for people, whether they are well, sick, or dying. The website suggests readings, offers syllabi, & links to hospitals that are hosting seminars. (NEH) http://www.mainehumanities.org/lit&med/

"To Kill a Mockingbird" is a lesson plan for teachers that uses primary source materials on the Depression & Southern & African American experiences. The unit emphasizes language arts & offers activities including an analysis of oral histories from Alabama collected between 1936 & 1940, primary source readings on mob behavior, & visual literacy activity with photos of Alabama during the Great Depression. (LOC) http://memory.loc.gov/ammem/ndlpedu/lessons/98/mock/intro.html

Science

"Building Big" helps kids think about structures they see every day & the impact of technology on society. The television series, website, & activity guide can be used to help teach basic physical science concepts. The website includes animated interactive labs on engineering concepts & problem solving activities; historical overviews that introduce bridges, domes, skyscrapers, dams, & tunnels, & the forces that affect them; & a database of engineering marvels. (NEH/NSF) http://www.pbs.org/wgbh/buildingbig/

"The Centennial of Flight -- The Future of Flight" is dedicated to the celebration of the 100th anniversary of the Wright Brothers' first powered flight & the development of aviation over the past century. It offers aerospace-related products & programs that help connect students & teachers to aeronautics & space flight. (USCFC) http://www.centennialofflight.gov/

"Chandra X-ray Observatory" features news & information about NASA's newest space telescope. As the world's most powerful X-ray observatory, Chandra joins the Hubble Space Telescope & NASA's other observatories in a study of our universe, providing insights into the

universe's structure & evolution. Visitors can track Chandra in orbit, watch live images from NASA-TV, & learn more about prior shuttle launch preparations. (NASA)
http://chandra.nasa.gov/

"The Earthquake Hazards Program" offers frequently asked questions about earthquakes, research on earthquakes, & more. Visitors can follow recent seismic activity around the world, view hazard maps, or learn what a geophysicist does. (USGS) http://earthquake.usgs.gov/

"healthfinder kids" is a place where kids can find information on protecting their bodies & minds. It offers more than 75 games & activities, information on safe web navigation, & a link to art contents. The website also has a section for parents & other caregivers of children with links to products & information that promote children's health. (ODPHP,HHS)
http://www.healthfinder.gov/kids

"Learning Technologies Project (LTP)" is part of a government initiative, the High Performance Computing & Communications (HPCC) program, whose mission is to accelerate the development, application, & transfer of high-performance technologies to the U.S. engineering & science communities. The website offers resources such as online instructional materials tied to NASA missions, movies, aeronautics projects, & the Remote Sensing Public Access Center, which makes space instrumentation data available to the public. (NASA)
http://learn.arc.nasa.gov/

Social Studies

"The American Presidency: A Glorious Burden" offers authentic objects on all the Presidents, from the general's uniform worn by George Washington to an interactive 360-degree "Be Here" camera used at a 2000 a national political convention. The site includes letters written to past Presidents, tells what Presidents did after leaving office, and offers lesson plans on how to use these objects with students. (SI,NMAH)
http://www.americanhistory.si.edu/presidency/home.html

"Eleanor Roosevelt" brings to life one of the century's most influential women. This website includes a Roosevelt family tree, newspaper columns written by Mrs. Roosevelt, a clip from a TV appearance, a timeline that highlights events in her life & in the nation, & more. A teacher's guide suggests discussion topics & related activities. (NEH)
http://www.pbs.org/wgbh/amex/eleanor/

"Florida Folklife from the WPS Collections, 1937-1942" is an ethnographic field collection documenting African-American, Arabic, Bahamian, British-American, Cuban, Greek, Italian, Minorcan, Seminole, & Slavic cultures throughout Florida during the New Deal era. It features folksongs & folktales, including blues & work songs from menhaden fishing boats, railroad gangs, & turpentine camps; children's songs, dance music, & religious music; & interviews. The site offers a list of related websites, & a guide to the ethnic & language groups of Florida. (LOC)
http://memory.loc.gov/ammem/flwpahtml/flwpahome.html

"History of the American West, 1860-1920" features more than 30,000 photographs that illustrate Colorado towns & landscape, document the place of mining in the history of Colorado & the West, & show the lives of Native Americans from more than 40 tribes living west of the Mississippi River. World War II photographs of the 10th Mountain Division (ski troops based in Colorado who saw action in Italy) are also included. (LOC)
http://memory.loc.gov/ammem/award97/codhtml/hawphome.html

‘I Do Solemnly Swear...' Presidential Inaugurations" is a collection of 400 items from each of the 62 inaugurations, from George Washington's in 1789 to Bill Clinton's in 1997. The site features diaries & letters of Presidents & of those who witnessed inaugurations, handwritten drafts of inaugural addresses, broadsides, inaugural tickets & programs, prints, photo, & sheet music. It will include items from the 63rd inauguration of 2001.
(LOC) http://memory.loc.gov/ammem/pihtml/pihome.html

"Lost & Found Sound" is a call to listeners to send in home recordings of the last 100 years to be shaped into stories that capture the rituals & sounds of everyday life. For example, the site features lost creation songs from the Mojave people, 20th century wars on tape, & a program on the disappearance of languages. (NEH) http://www.npr.org/programs/lnfsound

"Napoleon" is a companion website to the PBS film that chronicles the life of the infamous French leader. The website is designed to help teachers use the PBS "Napoleon" video series in secondary social studies, civics, religion, & language arts classes. It is organized in four parts: the man & the myth, Napoleon & Josephine, politics in Napoleon's time, & Napoleon at war. It offers four lesson plans, an interactive battlefield simulator, video clips, & more. (NEH)
http://www.pbs.org/empires/napoleon/

"Prairie Settlement: Nebraska Photographs & Family Letters" illustrates the story of settlement on the Great Plains. Family letters of one homesteader express personal insight into the joy, despair, & determination in his struggle to establish a home on the prairie. (LOC)
http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

"Presidential Elections & the Electoral College" presents materials on elections & the voting process. It links to other election & Electoral College resources. (LOC)
http://memory.loc.gov/ammem/amlaw/lwec.html

"U.S. Electoral College" provides information & statistics on presidential elections, past & present. For the 2000 election, it includes popular vote totals by state, Electoral College members, & state laws & requirements. It also offers past electoral results & an Electoral College calculator. (NARA) http://www.nara.gov/fedreg/elctcoll/

"Who Really Built America" is a long-term student-driven project that examines primary source materials related to child labor in America from 1880-1920. The unit helps students see the role of labor in our emerging industrial society & its effect on American children. (LOC)
http://lcweb2.loc.gov/ammem/ndlpedu/lessons/98/built/index.html

◆From the Mailbag

Read Across America
MOREnet is hosting a special online event with Missouri Governor Bob Holden to celebrate Read Across America on March 2. Any teacher in Missouri who wishes to participate in this initiative may sign up to do so. Please go to www.more.net/read/ to learn all about it and to sign up to participate. PARTICIPATION IS LIMITED. The online event will feature an eMINTS teacher—Ruth Kem from Jefferson City. Please email your questions directly to read@more.net for the most rapid response.

Raising Good Citizens for a Virtual World: How to help Our Children Be Safe and Ethical When Using the Internet?

To help parents and others sort out the ethical issues surrounding Internet use by children and young adults, Families Connect is launching a new online course—"Raising Good Citizens for a Virtual World: How Do We Help Our Children Be Safe and Ethical When Using the Internet?" Registration begins on Monday, January 22, 2001 for the February session. Follow the headline links on the AASL home page http://www.ala.org/aasl for more information and registration instructions for the online course.

Award Winning Website
The Bryant Creek Watershed Atlas-- a tool kit for students, teachers, and anyone who wants to explore the Bryant Creek Watershed-- recently won three awards. The watershed in the south central Missouri Ozarks contains the area drained by Bryant Creek and its tributaries.

The Atlas is a featured site in Lightspan's StudyWeb, which is an educational resource on the web. SciLINKS, from the National Science Teachers Association, lists it as a useful site with information linking to school textbooks. The Atlas also received the Hometown USA community Website Award for having several features that promote community. To see the awards, go to http://www.watersheds.org

HELIX Conference
Registration is now open for the 2001 HELIX (Higher Education Technology & Information Exchange) Conference on March 22-23, 2001 at the Tan –Tar-A Resort, Lake of the Ozarks. This conference is designed to bring together those faculty, administrators, library and technical personnel from higher education charged with supporting instruction and with applying technology to the teaching and learning process. The conference features 30 unique breakout sessions and roundtables covering such topics as IT management and policy issues; digital library services; developments, trends and best practices for combining instruction, learning and technology; new and emerging and innovative applications of technology. View information about the conference and register online at: http://www.more.net/projects/members/helix2001/

◆ Mark Your Calendar

February	
	Coming this month: New, revised, red *Consolidated Instructional Technology Manual* will be mailed to districts
1	*Newsline* published online
2	Technology Planning Task Force Meeting (10-2 p.m.) MOREnet, Columbia, MO
12	Lincoln's Birthday (State Holiday)
12	eMINTS Winter Conference, Tan-Tar-A, Osage Beach, MO
15	TLCF First Payment
15	TAG/VIDEO First Payment
19	President's Day (State Holiday)

25	*Newsline* Articles Due

March

1	*Newsline* published online
23	Instructional Technology Grant Informational Workshop, Columbia, MO
28	Instructional Technology Grant Informational Workshop, St. Louis, MO

April

4	Instructional Technology Grant Informational Workshop, Nixa, MO
4	Instructional Technology Grant Informational Workshop, Kansas City, MO
5	Instructional Technology Grant Informational Workshop, Dexter, MO

◆ Upcoming 2001 Conferences

February 5-7	Midwest Education and Technology Conference (METC) Regal Riverfront Hotel, 200 South 4th Street, St. Louis, Missouri 63102 info.csd.org/METC2001/metc2001post.html
February 20-23	6th Annual CoSN Conference: K-12 School Networking: Web of Change Washington, DC www.cosn.org/conferences
February 25-27	Missouri ASCD Conference Hyatt Regency Hotel, Kansas City, MO
March 1-2	MOREnet Technology Conference 2001 Marriott's Tan-Tar-A Resort, Osage Beach, Missouri www.more.net/events/mtcs01/
March 5 – 10	SITE 2001, Society for Information Technology & Teacher Education Holiday Inn International Drive Resort, Orlando, FL www.aace.org/conf/site
March 18-20	2001 Show-Me Professional Development Conference "Time to Learn, Time to Grow, Time to Change." Marriott's Tan-Tar-A Resort, Osage Beach, MO
March 22-23	HELIX 2001-- Higher Education Learning & Information Exchange Converging Technologies: Effective Approaches in Distributed Learning Marriott's Tan-Tar-A Resort, Osage Beach, Missouri www.more.net/projects/members/helix2001/index.html

March 27-28	Southwest Education & Technology Conference (RCET-SW) University Plaza Hotel, Springfield, MO
April 17-22	National Distance Learning Month
April 21-24	Missouri Association of School Librarians Spring Conference Tan-Tar-A, Osage Beach, MO
June 23-26	TIE 2001 Conference: Expanding Expectations Snowmass, Colorado www.tie-online.org/c2001.html